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ABSTRACT

This publication contains curriculum suggestions for teaching Mental Health for grades seven, eight, and nine. The content and activities of this guide are intended to help teachers give the adolescent some understanding of the factors which have influenced his development and which will continue to influence him as a functional and responsible human being. More specific objectives include: 1) develop a realistic understanding of self-potential; 2) achieve a better adjustment in their interpersonal relationships; and 3) realize that normal individuals differ in patterns of physical growth and development. The publication format is intended to provide teachers with basic content in the first column; a listing of the major understandings and fundamental concepts which children may achieve, in the second column; and information specifically designed for classroom teachers which should provide them with resource materials, teaching aids, and supplementary information in the third and fourth cclumns. (KJ)

ED 037737

PROTOTYPE
CURRICULUM MATERIALS
FOR THE ELEMENTARY
AND SECONDARY GRADES

HEALTH

STRAND III MENTAL HEALTH

Mental Health for Grades 7, 8, and 9

Special edition for evaluation and discussion

CG 005 029

THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
BUREAU OF SECONDARY CURRICULUM DEVELOPMENT/ALBANY, NEW YORK 12224/1969

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HEALTH CURRICULUM MATERIALS
Grades 7, 8, 9

STRAND III, MENTAL HEALTH

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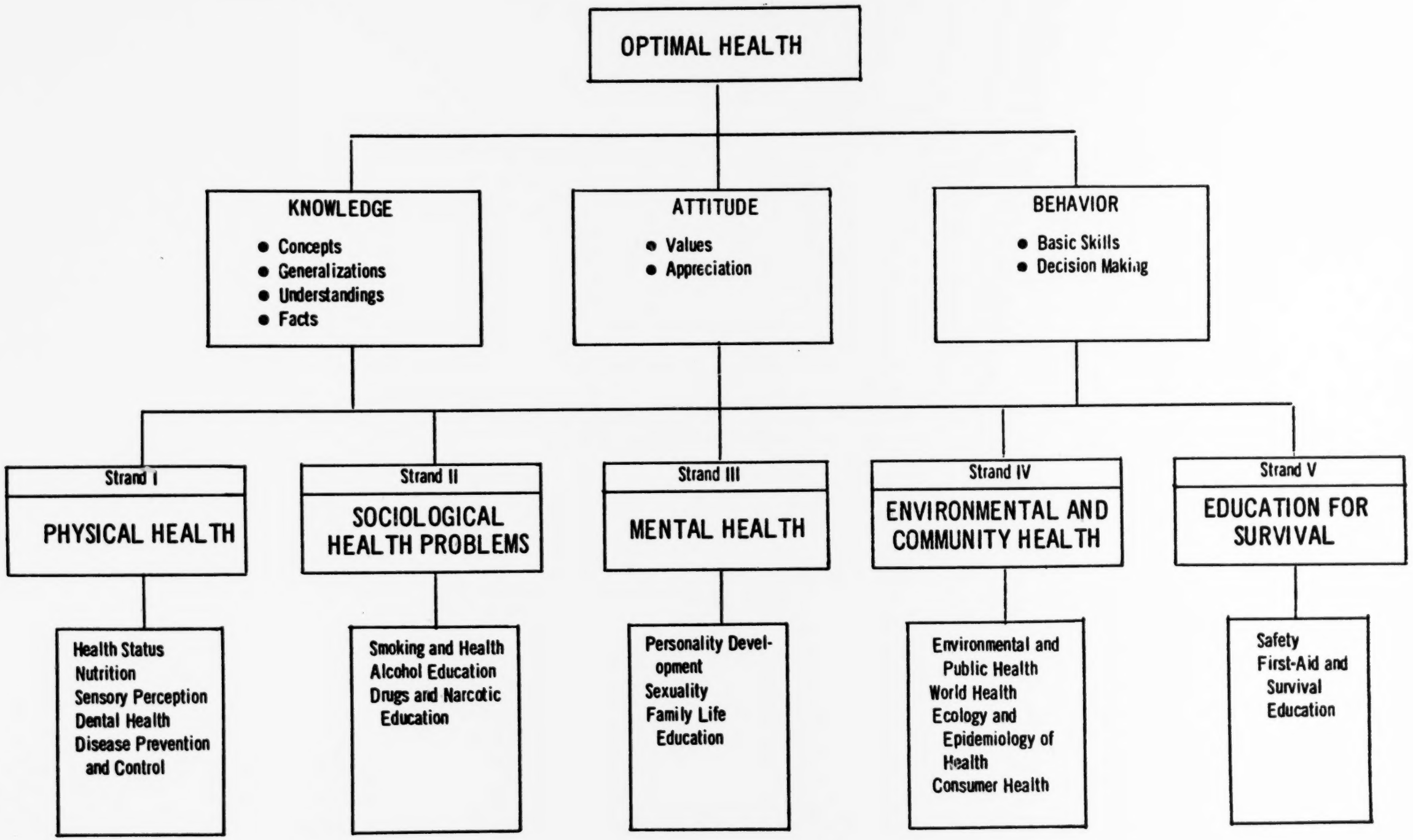
OPTIMAL HEALTH
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• Concepts
• Generalizations
• Understandings
• Facts
ATTITUDE
• Values
• Appreciation
BEHAVIOR
• Basic Skills
• Decision Making
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PHYSICAL HEALTH
Health Status
Nutrition
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SOCIOLOGICAL HEALTH PROBLEMS
Smoking and Health
Alcohol Education
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Strand III
MENTAL HEALTH
Personality Development
Sexuality
Family Life Education
Strand IV
ENVIRONMENTAL AND COMMUNITY HEALTH
Environmental and Public Health
World Health
Ecology and Epidemiology of Health
Consumer Health
Strand V
EDUCATION FOR SURVIVAL
Safety
First-Aid and Survival Education

FOREWORD

This publication contains curriculum suggestions for teaching Strand III - Mental Health, for grades 7, 8, and 9.

The publication format of four columns is intended to provide teachers with a basic content in the first column; a listing of the major understandings and fundamental concepts which children may achieve, in the second column; and information specifically designed for classroom teachers which should provide them with resource materials, teaching aids, and supplementary information in the third and fourth columns. The comprehensive nature of the health program makes it imperative that teachers gain familiarity with all of the strands presently in print. In this way, important teaching-learning experiences may be developed by cross referring from one strand to another. As a case in point, mental health teachings may include supplementary materials from physical health, sociological health problems, environmental and community health, and education for survival.

It is recommended that the health coordinator in each school system review these materials carefully and consult with teachers, administrators, and leaders of interested parent groups in order to determine the most appropriate manner in which to utilize this strand as an integral part of a locally adapted, broad, and comprehensive program in health education.

The curriculum materials presented here are in tentative form and are subject to modification in content and sequence. Critiques of the format, content, and sequence are welcomed.

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INTRODUCTION: The Family

The family is the recognized basic unit of our society within which members can relate most intimately to each other and within which children are born and raised. The physical and emotional development of children are influenced most strongly by interactions between members of the family and the general physical and emotional atmosphere present. The family is dynamic and is affected by environment, by income, by births, by deaths, and by the personal feelings and desires of each family member. It is within this social structure that the most basic physical requirements are met, and within which the child satisfies his emotional needs and desires.

In our society, a family unit may proceed through what is commonly referred to as the family life cycle. This cycle includes the following stages:

1. The beginning family (here the family is being established and the first child is born).
2. The preschool stage
3. The school-age family
4. Families with teen-agers
5. Family as a launching center for the grown child or children
6. The "empty-nest" stage
7. The aging family

Families may vary greatly in structure and function. Some, for example, may be matriarchal or patriarchal, authoritarian or democratic, child-centered, or some combination or variation of these. The family functions to satisfy the needs of individual members. The extent to which different families satisfy the needs of individual members varies.

Within a family each person's need pattern may be met in different ways. Family members tend to share the same basic value patterns but some issues involve diverse value orientations, especially where teen-agers are involved.

Important as the family is in the emotional, sexual, physical, and intellectual development of the child, other factors in the total environment, as well as the individual's hereditary potentials, should be considered. As the child grows and develops, he becomes more independent and his environmental contacts become more diversified, and, in some instances, more important than those of the family. The kinds of influence these will have on his personality development are extremely complex. The content and activities of this guide are intended to help teachers give the adolescent some understanding of the factors which have influenced his development and which will continue to influence him as a functional and responsible human being.

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STRAND III - MENTAL HEALTH

OUTCOMES

Grades 7,8,9

Teachers of grades 7, 8, and 9 are aware of the vast physiological, psychological, and maturation differences of youngsters in their classes. The teacher should be able to help students grow toward responsible adulthood by helping them to achieve the following objectives:

- Develop a realistic understanding of self-potential.
- Encourage open and frank discussion which may lead to responsible standards of human behavior.
- Recognize that each person must accept himself and others as individuals with unique capacities and abilities for living and working together.
- Utilize the problem-solving approach as a help to finding realistic, socially acceptable solutions to personal problems.
- Understand that people need successful social relationships with others in order to develop their human potential.
- Achieve a better adjustment in their interpersonal relationships.
- Obtain objective, factual, scientific information in the areas of mental and emotional health.
- Realize that normal individuals differ in patterns of physical growth and development.

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I. Why We Do the Things We Do A. Basic needs 1. Physical needs a. Food and water b. Shelter c. Protection from elements	A person's behavior is motivated by his needs and desires and channeled by his social and natural environment toward certain goals. Life is dependent upon meeting our physical needs.	Have students formulate and discuss their definitions of success in the following areas: . work . play . home life . friendship Have students do library research or guided reading to determine the nature and relationship of physical needs, and emotional needs, and how each one depends on and influences the other.	All people have certain basic needs. (Sometimes these are divided into categories such as physical and emotional needs.) A need is a lack of something essential to the individual, and its existence motivates the seeking of that which is needed. When this effort is blocked, frustration results in the form of tension or stress. (Anxiety, anger, and grief are examples of stress.) Tension and stress are essential to normal human functioning, although at times they may interfere with one's effectiveness.
2. Emotional needs a. Love b. Security c. Recognition - the feeling of personal worth and achievement d. Competence - the feeling of personal achievement and success	Mental and emotional health are functions of our self-concepts.		

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e. Independence			
f. Self-actualization			
B. Success in getting what we need	Whether or not one succeeds in getting what is needed depends on his learnings, social influences, and personal qualities.	Have students recall stories about outstanding personalities in many fields: Discuss how strengths or weaknesses affected their success. Discuss some of the failures these men had. (How many times did they fail before they attained success?) How did they learn from their failures?	*Social interaction:* As we work toward our goals, doubts concerning our abilities may interfere with our efforts. We may question whether the goal is worth the expenditure of effort required for its attainment. During such periods of questioning, the encouragement and support of friends, parents, and relatives may be crucial in convincing us that our goal-directed efforts are worthwhile. Friends and family members may also discourage an individual's efforts to reach a goal. *Learning:* The behavioral responses that lead to need-satisfaction should be as varied as those objects or activities which will help to satisfy these needs. The process of learning responses that are need-satisfying is further complicated as one develops experience. It would be appropriate, at this point,

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			to explore the differences between purposive learning and trial-and-error learning as they relate to the establishment of one's goals and the efforts to attain these goals.
		Have students write a paragraph concerning an episode in their life when a need was met. Give your reaction.	*Personal factors* which determine one's persistence in goal attainment are (1) interests, (2) aptitudes, (3) abilities, and (4) emotional maturity.
C. Frustration	Frustration is characterized by tension and results from the failure to satisfy a need, solve a problem, or reach a goal because of some personal or environmental obstacle.	Have students write a paragraph concerning an episode in their life when a need was not met. Give your reaction.	The obstacles leading to frustration may be environmental or personal.
D. Reactions to frustration	Though each individual experiences frustration in his life, all people do not react to frustrating conditions in the same manner. The perception of frustration, as well as the ability to cope with it, is dependent on one's personality, and therefore varies from one person to the next. An emotional state results when one	Ask students to make a collection of clippings from newspapers and magazines about problems which may occur during the teen years. Have them write a paper on possible solutions to some of these problems. It is sometimes said that people benefit from the need to overcome difficulties. Ask pupils what they think about this statement. Is this true	People's reactions to frustration differ according to (1) their dispositions, (2) the persistence with which they deal with the frustrating conditions, (3) the flexibility of their total personality, and (4) the degree to which they remain objective. The anatomical and physiological changes that are characteristic of the early adolescent can be

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	fails to satisfy a need, solve a problem, or attain a goal. Frustration may lead to disruption and further frustration or to continued growth and development, depending upon the individual's ability. When one overcomes a frustrating situation, his confidence in overcoming future frustrations may be increased.	for everyone? Ask for reasons for their answers. Have students list effective approaches in solving emotional problems.	frustrating. An understanding of these changes is basic to frustration reduction. In some cases it is extremely difficult to help an adolescent to understand, appreciate, and accept his physical being. It is not enough to tell him that many of the physical conditions cause frustration for others. Individual reactions to frustration may be classified as disruptive or constructive.
1. Disruptive effects	Among adolescents, frustrating situations may develop within the individual as a result of perception of himself, his family, school, and peer relationships.	Ask students to recall events in which tension resulted in undesirable consequences, for example, "choking-up" in athletic events.	The disruptive effects of frustration include (1) hostility, (2) aggression, (3) reduced aspirations, (4) apathy, and (5) escape. It is difficult to classify aggression as a disruptive reaction in all cases of frustration. The expression of hostility may in some cases reduce pent-up feelings and reduce aggressive behavior.
2. Constructive effects	Frustration may cause an individual to seek new solutions to his needs.	Assign students the task of writing about a specific event in which tension preceded creative effort. This may be illustrated by one or two students	Constructive effects of frustration are those that encourage the individual to learn more effective approaches, and the development of new skills

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		solving a puzzle or problem, and reporting their feelings to the class.	could be discussed as examples of constructive effects of frustration.
II. Learning More About Ourselves			
A. Growing and developing			Robert Havighurst has developed a useful model for the study and understanding of man's development. This approach may be termed the concept of "developmental tasks." According to Havighurst, beginning at birth and continuing throughout the individual's life, a variety of tasks must be successfully completed so that the individual may be able to continue his development and face new tasks. For example, the young child must learn to stand before he can walk; walk before he can run, etc.
1. Nature of development	Development may be viewed as the process of completing tasks that enable the individual to cope with subsequent tasks.	Have students prepare a short essay on "What is most important to me." Include reasons why this is important. Have them react to several papers to elicit broad discussion on developmental tasks. Have students list some of the problems they face. Then have them list several problems solved previously which aided in arriving at a solution for subsequent problems. Have students read about a fictional or biographical character illustrating the concept "developmental tasks." (e.g., Huck Finn, Tom Sawyer).	Other developmental tasks are a result of one's emotional growth as an individual or as a social-ized being. (Acceptance of one's sexuality would be an example of such a task.) There is no hard and fast separation between these

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			general categories of tasks. Each is closely related to other tasks.
2. Adolescent development	Developmental tasks during adolescence influence growth and development.	Show and discuss filmstrips, Popularity Problems of Young Teens -- . "Smoking problems" . "How to make and keep friends" . "Learning about popularity" . "Making the most of yourself" (produced by Family Filmstrips - distributed by Society for Visual Education).	You might emphasize that tasks facing individuals in other periods of development are as perplexing and difficult as those of the adolescent period.
a. Achieving new and more mature relations with peers of both sexes	As the individual develops, it becomes necessary to establish more mature relationships with others.		A new intimacy develops involving the ability to be confided in and to confide in others, depending on friends and, in turn, permitting them to depend on you, etc. As teen-agers develop, individual differences become more pronounced. Tolerating differences in interests, abilities, activities, likes, and dislikes among others is an important task of this period.
b. Achieving a masculine or feminine social role	There are many overlapping roles of women and men.	Discuss physical, psychological, social, and emotional differences and the changing roles of male and female in our society.	As one's body takes on definite adult characteristics, he is expected to assume a social role appropriate for adults of his sex. This psychosocial task is related closely to a biological task. A new sense of sexuality is developing.

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c. Accepting one's physical appearance and using the body effectively	Adolescent growth changes may have an important impact on one's self concept.		Body size, shape, and characteristics can pose serious barriers to self-acceptance. This task has many important implications that should be explored in class.
(1) Sexual changes	Many sexual and reproductive changes take place which prepare adolescents for their future roles as adults.		Sexual changes which should be discussed include: physical - physiological - emotional - social.
(2) Effect of these changes on sexual roles	Sexual awareness increases as physiologic maturation progresses.		
d. Achieving emotional independence of parents and adults	The freedom to make decisions carries inherent responsibilities.	Have the students read and evaluate the New York State Youth Commission's charts on "rights" and "responsibilities." Have the students develop a "Declaration of Rights and Responsibilities." This may be the outcome of the class members meeting with and working with a group of parents. Or it may be the result of classwork plus a series of planned student interviews of parents. Develop two	Adolescents continue to receive emotional support from peers, parents, and other adults. However, for one to achieve emotional independence, he must learn to make decisions for himself, and, more importantly, to accept responsibility for these decisions.
e. Achieving assurance of economic independence	Self-esteem is related to one's perceptions of his vocational, social, and intellectual capacity.		During adolescence the individual must gain a certain measure of confidence in his ability to become economically

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		lists -- 1. Teen-age Declaration of Rights (what we have a right to expect from our parents) 2. Parents' Declaration of Rights (what parents have a right to expect from their teen-age sons and daughters) As a summary experience, the class can compare the two lists, identify the similarities, locate possible sources of conflict, and suggest ways of resolving these conflicts.	independent. He must be assured that, given his abilities, interests, etc., he is capable of making a living in the adult world. For many young people, this task is prolonged and may not be completed until extensive education or training has been acquired. The essential point is that the young person "feels" less dependent on parents and other adults for economic support. This task has important implications for allowances, part-time employment, purchasing one's own clothes, etc.
f. Selecting and preparing for an occupation	The school guidance counselor is trained to help students in understanding themselves and in planning their future life.	Invite the school guidance counselor to discuss careers. Provide students with a list of the resources that are available in your school and community to help them learn about different vocations. Provide examples to illustrate how vocational planning and academic planning are related.	The school guidance counselor is in an excellent position to discuss his role in helping to prepare young people to approach this task. Within the health sciences, for example, dozens of occupations may be explored to inform students of the vocational potential of this broad field.
g. Preparing for marriage and family life			One of the purposes of this health area is to help teenagers with this task. The pupil's experiences in the

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			family and in his heterosexual relationships are of extreme importance in preparing him for marriage and family life.
h. Developing civic competence	Societal accomplishments form a base level for personal growth.	Have students discuss how a feeling of accomplishment can contribute to emotional well-being.	
i. Desiring and achieving socially responsible behavior	"Rights" exist only because of the "duties" assumed by ourselves and others. One cannot exist without the other.		
j. Acquiring a set of values and an ethical system as a guide to behavior	Personal responsibility for our own actions is the key to an ethical system of values.		
III. Dimensions of Maturity			Even though all humans share a common developmental pattern, it is most important to emphasize that individual differences in growth rate, sex, body type, and other characteristics influence the unique patterns of each of us.
A. Physical maturity	Each person has his own unique growth pattern within the normal range of development and growth.	Have students make a list of the ways in which their brothers and sisters are different from them in appearance, personality, and reactions. What similarities exist?	
1. Maturation of the	Human behavior is strongly influenced by hormones	Show and discuss a film such as "Human Growth";	Technically, maturation of the reproductive system

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reproductive system	produced by the maturing reproductive system.	"Boy to Man"; "Girl to Woman" (Produced by Church Churchill Wexler Films); and/or "Becoming a Man"; "Maturation and Growth"--two filmstrips with record (produced by Guidance Associates); "Human Reproduction" (McGraw-Hill). Students may be assigned topics to report on in class using literature references in the bibliography.	occurs when viable sex cells are produced. In girls this generally does not occur until at least one year following menarche. The basic reproductive process should be discussed at this time. This may include a review of the reproductive system as it relates to the new roles of the adolescent. (See page 13).
2. Skeletal growth	Body proportions are strongly influenced by skeletal development.	Have class discuss physical appearance at the different developmental stages in the life span - the baby; the older child; the youth; young, middle-aged, and elderly adult.	There is a higher correlation between skeletal age and onset of puberty (as indicated by menarche in the female) than between the onset of puberty and chronological age. Onset of puberty can be estimated more accurately from knowledge of a girl's skeletal age than on the basis of height and weight measurements. It appears that in the early school years girls are generally one year in advance of boys in skeletal development. This advantage increases to nearly two years by the time of high school entrance.

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			Maturation of the skeleton tends to occur at approximately the same time that one's adult height is attained.
3. Uniqueness of individual growth patterns	We are unique because each human being has his own personalized set of physical and mental capabilities.		The uniqueness of individual patterns of growth development has been incorporated in much of the subject matter; it is well to devote specific attention to it at this point.
B. Relationships to other maturities	Total maturity is a resultant of physical, mental, and emotional development and cannot be determined in terms of one's physical appearance.	Illustrate that it is possible for one to be "16 physically" and "10 or 12 emotionally."	Since one's level of total maturation is most often judged by observing his physical size and shape, it is not unusual for the physically mature adolescent to consider himself an adult when he achieves adult size. Emphasis should be placed on the fact that being "grown up" is much more complex than looking "grown up." The adolescent may insist that he should be granted all the privileges of an adult when his body stature has reached that of an adult. The most effective way to be treated like an adult is to behave in a mature manner. This involves accepting the responsibilities that
1. Adult appearance and immature behavior		Develop a graph or chart comparing the growth patterns of boys and girls.	
a. *Looking* "grown up" is not *being* "grown up"	As one becomes more mature physically, others expect him to show similar development in his mental and emotional activities.		

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			accompany new privileges. The more responsible the individual becomes, the more he demonstrates his ability to handle more adult privileges.
	The inability of some adolescents who *look* mature to *act* responsibly is a common source of tension between the adolescent, his peers, and adults.		Sometimes teachers and parents expect adult behavior from adolescents who are only adults in the physical sense. When one's emotional development has lagged or simply not kept pace with his physical development, such unreasonable demands can cause anxiety and frustration.
b. Conflicts within the family	Problem-solving techniques learned within the family unit become part of one's personality.	Ask the question: If you were a parent, in what ways would you be similar to, or different from, your parents?	Physical maturity, in the absence of other maturities, is a common source of tension between teen-agers and parents. The following list is suggestive of some of the areas where tension may arise:
(1) Parent and child	Effective communication between family members can help to minimize friction and conflict.	Have a student committee develop a questionnaire and conduct a survey of teen-parent relationships.	1. desire to use make-up and, in general, to dress in adult attire 2. decisions relative to friendship choices, "hours," "hangouts," etc. 3. parents' insistence that the adolescent not try to "grow up" too fast
(2) Sibling relationships		Have members of the class play the roles of siblings in conflict.	

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			and, paradoxically, that he stop being a baby and act "grown up"
c. Privileges of maturity mean increased responsibility	Individuals who expect to be granted new privileges should be willing to accept the responsibilities that accompany the privileges. Demonstrating that one is capable of accepting new responsibilities is an effective way to convince others that he is ready for new privileges. Need for external control is minimized when the individual exercises responsible self-control and is accountable for his own behavior.		Adolescents frequently fail to comprehend the impact of some of their behavior on parents' attitudes. They need to explore different techniques of demonstrating to parents and adults that they are becoming more responsible.
C. Emotional maturity	At each stage of development, the individual is expected to be more emotionally mature than he was at an earlier point in his life. "Emotional maturity" is an ideal quality. It is more accurate and useful to speak of growth *toward* emotional maturity than emotional maturity per se.	Have class members select from supplementary reading some descriptions of emotions people have felt and the ways in which they expressed them. Do any of these descriptions help the students understand their own emotions better? Do any of these descriptions describe how students may have felt in similar situations?	The term "maturity" is a term that is used to characterize mental and emotional health or development. Its use is based on the fact that humans ordinarily experience an increase in their ability to behave effectively as they pass through each stage of development. Thus, at each succeeding stage of development, one's behavior is expected

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	We speak of development *toward* emotional maturity, since this implies that one may not attain this ideal state. The individual who is developing emotional maturity is characterized by growth in -- . understanding of self and and others . tolerance of self and others . acceptance of self and others . respect for self and others	Have the class write a composition or essay on "How may our lives be improved" - "What is the key to emotional maturity?" Have the class cooperate in developing a rating scale for the measurement of emotional maturity. This may be compared with a standardized scale obtained from the school guidance office. Discuss possible differences and similarities.	to be more emotionally mature than behavior at preceding stages. It is essential that emotional maturity be viewed as an "ideal" achieved by no one person. Well-adjusted persons may vary considerably in their emotional development.
1. Growth in understanding	By understanding our own actions and feelings, we are better able to understand other people.		The ability to increase our understanding of human behavior is essential to growth toward emotional maturity. Through understanding our own actions and feelings, we are better able to understand other people. As understanding of others increases, ability to understand oneself likewise is enhanced. The concurrent development of these two dimensions of understanding is necessary for emotional growth and one's ability to interact effectively with others.

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			Individuals who have developed emotional maturity are likely to have a good understanding of life's realities. Understanding requires flexibility, another characteristic of emotional growth. This quality implies that an individual is able to view an object or event from a variety of perspectives.
2. Growth in tolerance	The tolerant person is able to view human behavior from many different viewpoints, and is able to reject or modify previously fixed concepts and attitudes.	The class might compare those standards of behavior which they believe are primarily determined by society with those which are largely determined by the individual.	Becoming a more tolerant human being is an outgrowth of increased understanding of oneself and others. Since tolerance requires that one suspend judgments rather than react in a hostile or defensive manner, tolerance may involve more risk (emotional) to the individual. In order for one to suspend judgment, he must possess a degree of self-discipline, another characteristic of growth toward emotional maturity.
3. Growth in acceptance	The accepting person is able to discriminate between a person and his behavior, even when that behavior is intolerable.		Tolerance represents a neutral state, whereas the accepting person is willing to go beyond the "live-and let-live" position of tolerance, and move toward other people. To be an

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			accepting person does not mean that one is uncritical of others or that he accepts every person equally. Understanding of others and tolerance toward them are essential before one can be truly considered an accepting person.
4. Growth in respect	After the emotionally developing person comes to understand, tolerate, and accept himself, his respect for others can be developed. The respecting individual has developed a sensitivity that makes him aware that all people possess positive traits. In addition to the foregoing evidences of emotional growth, one may begin to describe the emotionally mature person as one who is -- . capable of self-expression . adept at problem solving . skillful in interpersonal relations . capable of expressing emotions in a functional		The development of sensitivity toward self and others is a difficult task.

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	and socially acceptable manner . accepting of self . interested in an ever-widening circle from self to family, friends, community, etc. . developing an active, thinking, inquiring mind		
5. Growth of the social self	The extent to which one has developed socially is evident in the quality of his interpersonal relationships.		Growth toward social maturity is dependent upon one's emotional development.
6. Acceptance or rejection of others			
a. Prejudging others	A common failure of the socially immature person is that his judgments regarding others are based on haphazard or superficial observations or interpretations of their behavior.	Students may be asked to recall instances in which they have been "wrong about somebody." Explain reasons for the change in attitude.	
b. "Halo effect" and reactions to others	First favorable impressions from a limited contact may lead to a positive "halo effect" which may be misleading. The reverse, of course, is equally true.	Have students collect photographs or drawings that express emotions and attitudes. What effect might a particular facial expression have on different people in a variety of situations? Using these pictures, show	Frequently, one's judgment of others is generalized on the basis of some limited observation or initial contact with that person. For example, a first meeting with a person who is well-groomed and sharply dressed may cause an

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		how posture reveals attitudes and feelings.	observer to generalize positively about the total personality of that person. This phenomenon is referred to as the "halo effect." This effect obscures the accurate assessment of the total personality.
c. Prejudice and non-acceptance	One's judgments of others should not be based on limited observation or initial contact with a person or group.	Discuss "scapegoating." How does it help increase the stature of insecure personalities?	
7. Relationships with others			
a. Concern for the welfare and dignity of others	The attitudes and behavior of individuals and groups may differ as a result of affiliations with different -- . racial groups . religious groups . ethnic groups . political groups		As we grow toward social maturity, we show concern for the welfare and dignity of others.
b. The nature of friendship		What is meant by the phrase, "No man is an island"? Have a panel discussion on the qualities needed to be a good friend.	Adolescents are able to identify the qualities they enjoy in their friends. Ordinarily a friendship involves similarity of interests, willingness to confide in the other person, trust, and depth of

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			understanding of both parties. Most adolescents who have progressed in their social development will have formed a few close friendships and numerous relationships of a more superficial nature.
c. Leadership and followership	Effective group action requires good leadership and good followership.	Have students develop a list of basic personality traits. Select one positive and one negative characteristic and try to determine how it developed and how each affects personal relationships in different areas. Have the class discuss the part good leaders play in producing good followers. Ask them to consider these questions: . What does being a good follower have to do with becoming a good leader? . What school situations provide you with the opportunities to learn good leadership? To learn good followership?	The ability to lead and the ability to be led are characteristics of the socially mature person. Individuals who are reluctant to assume leadership roles may be lacking in social development. Similarly, those who always insist on leadership roles may likewise be lacking in social sensitivity and development.
IV. Boy-Girl Relationship During Adolescence			

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A. The emerging self	During adolescence, there is an emergence of a new sense of identity.	Have each student write an autobiographical sketch including events and experience which will give him greater insight into his emerging self.	Erik Erikson characterizes adolescence as a "period fraught with the danger of role diffusion as youth seeks identity."
1. Discovering physical changes	Rapid changes in height and weight, and the modification of the reproductive organs are among the most obvious signs of adolescence.		One is able to predict with reasonable accuracy the sequence of changes that will occur.
a. External changes	Enlargement of breasts and hips in girls and modification of the penis in boys are external indicators of sexual development.		The *onset* of the pubertal growth period in boys occurs between the ages of 10 and 16. Physical maturation appears a year earlier in girls than in boys.
b. Internal changes	Changes in endocrine balance and commencement of the ovarian cycle are internal manifestations of sexual development.		For those who wish to explore in detail the physical changes accompanying adolescence, it would be well to consult references dealing with adolescent psychology and human growth and development.
2. Discovering emotional changes			
a. New urges and feelings	Physical growth, feelings, urges, and moods change		The references below are suggested by the New York

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(moods)	and affect the emotional self.		State Department of Mental Hygiene:
b. Emotional responses	Peer relationships will change as a result of endocrine changes and boy-boy and girl-girl friendships will expand to include girl-boy friendships. Emotional conflicts related to sexual development might occur because of differences in boy-girl maturation ages, sexual fantasies, and differences in dating patterns of boys and girls.		Ausubel, D.P. *Theory and Problems of Adolescent Development*. Grunn & Stratton. New York. 1954. Jersild, A.T. *The Psychology of Adolescence*. 2nd ed. Macmillan Company. 1963. Seidman, J.M. ed. *The Adolescent: A Book of Readings*. Holt-Dryden. New York. Rev. 1960. Wattenberg, W.W. *The Adolescent Years*. Har-Court-Brace & World. 1955. The factors related to the new feelings and urges common to adolescents are -- 1. an increased capacity for self-help. 2. a new independence involving the acceptance of increased responsibilities. 3. an increasing ability to relate the past to the present, and to project into the future. 4. shifting social interests -- change from an essentially family-centered life to a peer-centered life, an

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			increasing capacity to become involved in a larger social experience, and to relate on an emotional level within this sphere. 5. a realization of the self as a human being with a need for sexually oriented love and affection. The adolescent's moods may flare up and subside for no apparent reason. Generally, these periods are short-lived and may be partly attributed to the effects of changing body hormones. Doubts, anxieties, and setbacks, as well as elation, personal satisfaction, and enthusiasm are common during this period.
3. Changing values and interests	One's values and value judgments during adolescence reflect social, peer, and family influences. As the individual develops his own interests, values, and attitudes, he may discover that they differ from the interests, values, and attitudes of	Have class members discuss several TV "family situation comedies." What roles were played by the father, mother, children? How were recognition, security, and affection shown? When were there times of need for parental guidance? Have students list or	Younger adolescents are becoming increasingly involved in making value judgments. Usually, recognition of social norms has developed but decisions to adhere to social norms are frequently influenced by the urgings and actions of one's peers. There appears to be an increasing individuality of judgment

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	those he respects and loves. Our individual values and interests are modified by dynamic social change and the influences of other cultures.	"role play" their values regarding appropriate areas, for example: . attire and grooming . parent-teen relationships or family relationships . relationships with people outside the family As a follow-up activity compare inter- and intra-cultural value systems. Have a class discussion about when and to what extent a person should be willing to resist the demands of his group, or of his society. How would "progress" come about if no individuals were willing to resist social customs?	during this period, which may, at times, place the adolescent at odds with other family members. Differences between adolescent and adult values often appear to lie in the interpretation he makes of a particular adult value. Interest patterns may undergo pronounced changes during early adolescence. These may be expressed in choice of reading material, choice of clubs and organizations, curriculum choice, vocational interests, etc. Many interests are transitory during this period, but their value in helping the adolescent is quite significant.
4. Awareness of personal uniqueness	Each individual is unique in many respects and yet has the same basic needs as other humans.		
5. Accepting the self with pride and responsibility a. Physical changes	Sound mental and emotional health depends on self-acceptance.	Discuss how teen-age boys and girls of the same chronological age differ in physical, emotional, and social development.	Adolescents may view family and societal expectations of themselves with considerable ambiguity. For example, parents may urge them to "grow up," but resist certain adolescent

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b. Mental and emotional changes c. Social changes			behavior (tight clothes, make-up, dating, etc.) by reminding the teen-ager that he or she shouldn't try to "grow up" too fast. Further evidence of sources of ambiguity are evident in society's varying criteria of adulthood -- 1. Is one to be considered an adult when he must buy an adult ticket at a theater (age 12), or -- 2. Is one an adult when he becomes legally responsible for criminal acts (age 16), or -- 3. Is one an adult when he is registered for selective service (age 18), or -- 4. Is one an adult when he is eligible to vote in a local, State, or National election (age 18 or 21)? In our society there is no clearcut distinction between childhood and adulthood.
B. Dating patterns	The adolescent's decisions regarding dating are influenced by his family, peers,	Project and discuss one or more of the following filmstrips -- Dating - Topics for Young Teens:	

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	societal norms, and his own personal attributes.	. "Ready for dating" . "Getting a date" . "What to do on a date" . "How do you know it's love" (produced by Family Filmstrips).	
1. Factors influencing dating behavior a. Family influence b. Peer pressure c. Mass media d. Stage of mental and physical development	Early dating seems to be an American phenomenon which may encourage or restrict making new friendships.		Junior high school pupils may or may not date. Many different conditions determine their behavior in this regard. Parental attitudes toward early dating is probably the most significant of these. Anatomical and physiological changes occurring at this age are other factors which should be considered.
2. Types of dates a. Single b. Double c. Group d. Blind	Dating can provide the opportunity for enriching our social experiences.		Discussion of formal and informal dates, double dates, "Dutch treat dates," etc., should be included.

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3. Disadvantages of early dating	Dating may serve to limit one's emotional growth and development and his relationships with others.		Since many pupils either have no desire to date, or are not permitted to date by their parents, it is important to emphasize that early dating may have serious disadvantages.
		Organize a panel of boys and girls to discuss the disadvantages of early dating -- . the tendency to limit friendships and personal contacts because of selective dating . the possibility of forming serious relationships before one is mature enough to handle the responsibilities of these relationships . premature termination of parental and sibling relationships that may be essential to one's development . involvement in situations and decisions that may require a more mature outlook on life	The teacher should be aware that the class members in this discussion probably are *not* dating each other. The boys may not be interested in dating at this age level; the girls may be dating senior high school boys.
4. Skills developed by dating	Dating practices are frequently influenced by one's personal standards, and, conversely, dating influences the develop-	Organize a panel of boys and girls to illustrate, demonstrate, and discuss such dating activities as:	Dating will not automatically develop desirable skills. Dating may help the individual in the following ways:

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	ment of the individual's value system.	. how to ask for a date . how to accept or reject a date . what to do before, during, and after a date . boy's role as a dating partner . girl's role as a dating partner . parent's role regarding their adolescent's dating . going steady . purposes . values . handicaps	1. develop conversational abilities in a one-to-one or small group relationship 2. reinforce one's self-confidence in meeting another person's parents 3. understand that he or she enjoys the company of some people more than others 4. formulate his own self-system (through the positive and negative feedback of the dating partner) 5. develop common courtesies that are expected by other people.
5. Dating considerations	There are certain responsibilities associated with dating such as: . parental understanding and approval . dating behavior . consideration for the dating partner . where to go . what to do	Have students list or discuss how dating customs have changed. What are the dating customs in England, France, Russia, etc.?	
a. Choosing, asking for, accepting, or refusing a date			When individuals choose to date each other, mutual admiration, respect, and a desire to become better acquainted often exist.
b. Dating activities and	Dating provides the opportunity for individuals to understand, appreciate,		Perhaps the most effective way to explore the question of dating etiquette is

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etiquette	and contribute to another person's need to be appreciated. Dating provides the opportunity to share experiences.		to determine how people like to be treated when in the company of others. Pupils, whether they have dated or not, will be able to contribute to this topic. Areas that might be included in this discussion could include: 1. appropriate dress for different occasions 2. basic dating etiquette 3. suitable activities for early daters 4. responsibility for self and date
6. Dating issues, problems, and special concerns	Dating during early adolescence may provide the social growth needed for later dating, engagement, and the selection of a life partner.	Have a class discussion on dating and other kinds of interactions with the opposite sex. Discuss how these experiences contribute to growth and development during early adolescence.	Necking among young adolescents is commonly an attempt to emulate what they believe to be an essential ingredient of the date. The fact that this may limit a true expression of affection should be stressed. Individuals may overlook the deeper, more meaningful methods of expressing affection toward the partner. Necking should not be categorically criticized by the teacher. Rather, the reasons for necking, its possible outcomes, and the effect that it has on both persons should serve as topics for
7. Intimate behavior	Dating is a socially acceptable practice but necking, petting, and sexual intercourse may lead to physical, emotional, and social problems.	NOTE: (The negative consequences of intimate behavior, such as venereal disease and unwed pregnancies should not be used as a threat or deterrent to dating. A discussion at this point might be misunderstood as an	

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		attempt to deter healthful boy-girl relationships.)	discussion.